STANDARD

7

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

Benchmark 7.1: The curriculum adheres to appropriate, delineated curriculum standards in every subject area, and is vertically and horizontally aligned to ensure that each student successfully completes a rigorous and coherent sequence of academic courses based on the curriculum standards.

LEVEL 4 Exceeds Benchmark	**By design in every classroom,** the curriculum adheres to appropriate, professionally accepted, research-based delineated curriculum standards in every subject area, and is vertically and horizontally aligned to ensure that each student successfully completes a rigorous and coherent sequence of academic courses based on the curriculum standards. The written curriculum as a whole gives **easily accessible evidence that it is vertically and horizontally aligned** to ensure that each student, no matter what courses taken, successfully completes a rigorous and coherent sequence of academic courses based on the standards. The curriculum has been mapped for purposes of identifying gaps and overlaps in content.
LEVEL 3 Fully Meets Benchmark	The curriculum adheres to appropriate, delineated curriculum standards in every subject area, and is vertically and horizontally aligned to ensure that each student successfully completes a rigorous and coherent sequence of academic courses based on the curriculum standards.
LEVEL 2 Partially Meets Benchmark	The curriculum identifies **some standards being addressed** throughout the program of studies. Students are required to complete a specified sequence of academic courses, but the curriculum for the courses **is not vertically and/or horizontally aligned** to ensure coherence and rigor.
LEVEL 1 Does Not Meet Benchmark	The school **does not have or use a standardsbased written curriculum** to provide a sequence of academic courses for students.
Possible Sources of Evidence	• Course of study by grade levels • Standardized test scores • National curriculum standards (e.g., NGSS, NCTM, NCTE) • Curriculum maps • Course sequence • Common assessments • Written curriculum • Vertical and/or horizontal team meeting notes or agendas

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

Benchmark 7.2: The curriculum integrates the Catholic worldview, spiritual, moral, and ethical dimensions of learning in all subjects.

LEVEL 4 Exceeds Benchmark	The curriculum integrates the Catholic worldview, spiritual, moral, and ethical dimensions of learning in all subjects. The written curricula **in each unit of each subject include robust integration of the religious, spiritual, moral, and ethical dimensions of learning.** Evidence shows that these curricula are used to drive instruction that is also robust in its integration of the Catholic dimensions of learning.
LEVEL 3 Fully Meets Benchmark	The curriculum integrates the Catholic worldview, spiritual, moral, and ethical dimensions of learning in all subjects. Evidence shows that **these curricula are used to drive instruction** that is integrated with the Catholic dimensions of learning.
LEVEL 2 Partially Meets Benchmark	The curriculum integrates the Catholic worldview, spiritual, moral, **and/or** ethical dimensions of learning in **some** subjects.
LEVEL 1 Does Not Meet Benchmark	The Catholic worldview, spiritual, moral, and/or ethical dimensions **are not integrated** into the curriculum.
Possible Sources of Evidence	• Specific notation of Catholic values in the curriculum • Graded course of study for all subject areas demonstrating noted dimensions • Mission statements • Doctrinal Elements of a Curriculum Framework for the *Development of Catechetical Materials for Young People of High School Age* • Course syllabi, curriculum maps, and teacher units and lessons • Observations of non-religion classes

STANDARD

7

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

Benchmark 7.3: Classroom instruction actively engages and motivates each student to learn.

LEVEL 4 Exceeds Benchmark	Classroom instruction actively engages and motivates each student to learn. Students know what to do and how to do it well. Students know how to find out what to do and how to do it from classmates and/or the teacher. **This happens by design in every classroom.** **In every class,** student-centered classroom instruction is evident in at least the following ways: Varied among whole group, small-group, partner work, and individual work. • Students have the tools to work independently including specific and explicit instruction on how to work in small groups, in partners, and independently. • Expectations about classwork, homework, and projects are clear, provided from the start, and retaught as needed. • Student feedback and voice are encouraged and honored. • The teacher works with students to provide timely and meaningful feedback on the progress toward student goals. • Students are provided with choice about work product, work style, seating, tools.
LEVEL 3 Fully Meets Benchmark	Classroom instruction actively engages and motivates each student to learn. **Classroom instruction** is: • Student-centered. • Varied among whole group, small-group, partner work, and individual work. • Students have the tools to work independently including specific and explicit instruction on how to work in small groups, in partners, and independently. • Expectations about classwork, homework, and projects are clear, provided from the start, and retaught as needed. • Students are provided with choices about work product, work style, seating, and/or tools.
LEVEL 2 Partially Meets Benchmark	Classroom instruction **actively engages and motivates <u>some</u> students** to learn. Classroom instruction shows little evidence of student-centered, varied instruction and student choice.

LEVEL 1
Does Not Meet
Benchmark

Classroom instruction is **mostly or all teacher-centered**, **rarely or not varied, mostly whole group instruction,** and **little to no student choice.**

Possible Sources
of Evidence

- Course of study by grade levels
- Curriculum guides
- Lesson plans
- Use of problem-based learning, service learning
- Emphasis on processes of learning
- Job descriptions of faculty
- Anchor charts/classroom charts
- Classroom set-up including furniture and supplies
- Class schedules
- Clear expectations for student behavior
- Clear expectation for student work
- Classroom rules
- Explanations of how to work in small groups or partnerships

![NCEA | NSBECS — National Catholic Educational Association]

STANDARD

7

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

Benchmark 7.4: Curriculum and instruction provide students with the knowledge, experience, understanding, and skills to communicate, collaborate, and think critically and creatively for the common good.

LEVEL 4
Exceeds
Benchmark

By design in every classroom, curriculum and instruction provide students with the knowledge, experience, understanding, and skills to communicate, collaborate, and think critically and creatively for the common good.

- Teachers directly and explicitly teach students how to communicate, collaborate, think critically, and think creatively in all subject areas.
- Curriculum maps show that there is a plan for this instruction throughout the semester or year.
- Daily and long-term assignments show evidence of rigor: wrestling with challenging topics or skills with scaffolding from the teacher.
- Daily instruction includes students collaborating. Teachers explicitly teach what this looks, sounds, and feels like. Teachers provide anchor charts, posters, reference sheets, or bookmarks to help students remember.
- Daily instruction shows evidence of learning that requires more than one answer or way to solve a problem or look at a situation.
- Teachers explicitly share that the knowledge, experience, understanding, and skills to communicate, collaborate, and think critically and creatively are all focused on the goal of respect for each member of society, for the common good ("the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily." *(Catechism of the Catholic Church, 1906)*

LEVEL 3
Fully Meets
Benchmark

Curriculum and instruction provide students with the knowledge, experience, understanding, and skills to communicate, collaborate, and think critically and creatively for the common good.

Consistently throughout the school:
- Teachers directly and explicitly teach students how to communicate, collaborate, think critically, and think creatively.
- Curriculum maps show that there is a plan for this instruction.
- Daily and long-term assignments show evidence of rigor: wrestling with challenging topics or skills with scaffolding from the teacher.
- Daily instruction includes students collaborating.
- Daily instruction shows evidence of learning that requires more than one answer or way to solve a problem or look at a situation.
- Teachers share that the knowledge, experience, understanding, and skills to communicate, collaborate, and think critically and creatively are all focused on the goal of respect for each member of society, for the common good ("the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily." *(Catechism of the Catholic Church, 1906)*

LEVEL 2
Partially Meets
Benchmark

Curriculum and instruction provide students with **some knowledge, experience, understanding, and skills** to communicate, collaborate, and think critically and creatively for the common good.

This happens **sporadically:**

- Teachers teach students how to communicate, collaborate, think critically, and think creatively but not directly and explicitly and not in all subject areas.
- Teachers **occasionally** share (**indirectly rather than explicitly**) that the knowledge, experience, understanding, and skills to communicate, collaborate, and think critically and creatively are all focused on the goal of respect for each member of society, for the common good ("the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily." *(Catechism of the Catholic Church, 1906)*

LEVEL 1
Does Not Meet
Benchmark

There is little or no evidence in daily instruction or written curriculum maps that teachers teach students how to communicate, collaborate, think critically, and think creatively. Daily instruction is rote for the most part and does not require students to wrestle with difficult topics or skills. The one right answer is expected.

Possible Sources
of Evidence

- Student work: classwork, homework, and projects
- Curriculum guides
- Anchor charts, classroom posters, reference sheets, bookmarks
- Observation of classroom instruction
- Observations of classroom environment
- Rubrics or grading checklists
- Classroom-based assessments

STANDARD

7

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

Benchmark 7.5: Curriculum and instruction empower students to responsibly use and evaluate technology for research, computation, innovation, communication, and collaboration.

LEVEL 4
Exceeds
Benchmark

In every classroom in every subject by design, curriculum and instruction empower students to responsibly use and evaluate technology for research, computation, innovation, communication, and collaboration. Classroom instruction teaches responsible, moral, and ethical use of technology that directly aligns to the Catholic worldview and Catholic social teaching.

- Classroom instruction teaches students how to evaluate what tools would work best for a task.
- Teachers use technology in meaningful and thoughtful ways to promote higher-order thinking and transfer of knowledge and skills.
- Students use technology not only as a substitution (e.g., an online textbook or completing a worksheet) but to make meaning and transfer knowledge and skills to new and novel situations.
- Technology is used to improve and empower student research, computation, and innovation.
- Technology is used to improve and increase communication and collaboration and is not regularly used only independently.

Level 3
Fully Meets
Benchmark

Curriculum and instruction empower students to responsibly use and evaluate technology for research, computation, innovation, communication, and collaboration.

Consistently throughout the school:

- Classroom instruction teaches responsible, moral, and ethical use of technology that directly aligns to the Catholic worldview and Catholic social teaching.
- Classroom instruction teaches students how to evaluate what tools might work best for a task.
- Teachers use technology in meaningful and thoughtful ways to promote higher-order thinking and transfer of knowledge and skills.
- Students use technology not only as a substitution (e.g., an online textbook or completing a worksheet) but to make meaning and transfer knowledge and skills to new and novel situations.
- Technology is used to improve and empower student research, computation, and innovation.
- Technology is used to improve and increase communication and collaboration

LEVEL 2
Partially Meets
Benchmark

Use of technology is present and classroom instruction **may teach** responsible use of technology; however, **technology is seldom used** meaningfully or thoughtfully to engage students in higher-order thinking and transfer of knowledge and skills. (e.g., technology is mostly used as a substitution like projecting a worksheet or using a SmartBoard as a whiteboard instead of for meaning-making and/or transfer of knowledge and skills.)

Students primarily use technology **independently**.

LEVEL 1
Does Not Meet
Benchmark

Use of technology is **not present in classroom instruction**.
O**r** it is present but **not used** to teach responsible use of technology **and/or** its use is present **but not used** meaningfully or thoughtfully to engage students in higher-order thinking and transfer of knowledge and skills.

If students use technology, they use it **primarily independently**.

Possible Sources
of Evidence
- Lesson plans
- Curriculum guides
- Curriculum maps/year-long plans and unit plans
- Curriculum alignment to (arch)diocesan technology standards
- Classroom anchor charts or posters
- Student work
- Classroom observations
- Observation of student use of technology

STANDARD

7

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

Benchmark 7.6: Classroom instruction is designed to intentionally address the affective dimensions of learning, such as Catholic virtue, intellectual and social-emotional dispositions, relationship and community building, and skills of executive function.

LEVEL 4
Exceeds
Benchmark

By design in every classroom, classroom instruction is designed to intentionally address the affective dimensions of learning, such as Catholic virtue, intellectual and social-emotional dispositions, relationship and community building, and skills of executive function.

Written curriculum documents and classroom instruction **intentionally do the following**:
- Support teaching and practicing Catholic virtues.
- Teach and practice intellectual and social-emotional dispositions including but not limited to identifying, understanding, and responding to emotions, responding to anxiety and anger, seeing good and God in all things, developing trusting relationships, forgiveness, and reconciliation.
- Teach and practice relationship and community building including but not limited to how to make and keep friends, how to be trustworthy and how to trust, what respect means and what it looks and feels like, respecting the dignity of each person, classroom behavior expectations, and celebration.
- Teach and practice the skills of executive function including but not limited to sustaining effort and persistence, adaptable thinking, self-regulation, goal-setting, planning, organization, time management, self-assessment, and reflection.

Student voice is included in the planning, reviewing, and giving feedback on the components of this benchmark.

Clear and explicit integration with the Catholic faith is made about affective dimensions of learning, intellectual and social-emotional dispositions, relationship and community building, and skills of executive function.

Dispositional/behavioral expectations are **clear and consistent** in all areas of the school including but not limited to classrooms, gym, art room, music room, technology room.

| **LEVEL 3**
Fully Meets
Benchmark | Classroom instruction is designed to intentionally address the affective dimensions of learning, such as Catholic virtue, intellectual and social-emotional dispositions, relationship and community building, and skills of executive function. |

Written curriculum documents and classroom instruction **intentionally do the following**:
- Teach and practice Catholic virtues.
- Teach and practice intellectual and social-emotional dispositions including but not limited to identifying, understanding, and responding to emotions, responding to anxiety and anger, seeing good and God in all things, developing trusting relationships, forgiveness, and reconciliation.
- Teach and practice relationship and community building including but not limited to how to make and keep friends, how to be trustworthy and how to trust, what respect means and what it looks and feels like, respecting the dignity of each person, classroom behavior expectations, and celebration.
- Teach and practice the skills of executive function including but not limited to sustaining effort and persistence, adaptable thinking, self-regulation, goal-setting, planning, organization, time management, self-assessment, and reflection.

| **LEVEL 2**
Partially Meets
Benchmark | Classroom instruction **sometimes addresses** the affective dimensions of learning, such as Catholic virtue, intellectual and social-emotional dispositions, relationship and community building, and skills of executive function; however, these dimensions are **not documented, consistent, and/or explicitly taught.** |

| **LEVEL 1**
Does Not Meet
Benchmark | Classroom instruction **shows little or no evidence** of addressing the affective dimensions of learning, such as Catholic virtue, intellectual and social-emotional dispositions, relationship and community building, and skills of executive function. |

Instruction is mostly teacher-centered. Positive reinforcements are rarely used. Evidence exists that **students are not sure** what to do or what the expectations are.

| Possible Sources of Evidence | |
- Student behavior referrals with no evidence of reteaching or proactive behavior plans
- Parent feedback on relationships with the teacher (i.e., positive, negative)
- Student reports of response to the learning environment (i.e., engagement, enthusiasm, fear, anxiety, etc.)
- Use of Catholic University of America's *Insight* program
- Use of cast.org's UDL guidelines

7

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

Benchmark 7.7: To ensure the inclusion of and to meet the needs of diverse learners, classroom instruction utilizes current research in interventions, student accommodation, and curriculum modification.

LEVEL 4
Exceeds
Benchmark

To ensure the inclusion of and to meet the needs of diverse learners, classroom instruction utilizes current research in interventions, student accommodation, and curriculum modification.

These practices happen by design in every classroom:

- Classroom curriculum shows evidence of the application of such frameworks as the Universal Design for Learning (UDL) framework to remove possible barriers from the start of backward design planning.
- A universal screener is administered throughout the school year.
- Additional assessments are administered to students who do not achieve the benchmark of the universal screener.
- At least three pieces of data/information are used to provide research-based interventions.
- Interventions are documented.
- Interventions, accommodations, and/or modifications are provided with the dignity of the human person in mind.
- Interventions, accommodations, and/or modifications are reviewed regularly to ensure their effectiveness and student progress.
- Data/information is transparent to students and families.
- Assessments are administered and interventions are reviewed and changed when they are not working, when students are not making progress.
- The school has a fully functioning teacher assistance team.

LEVEL 3
Fully Meets
Benchmark

To ensure the inclusion of and to meet the needs of diverse learners, classroom instruction utilizes current research in interventions, student accommodation, and curriculum modification.

These practices happen consistently throughout the school:
- Classroom curriculum shows evidence of the application of such frameworks as the Universal Design for Learning (UDL) framework to remove possible barriers from the start of backward design planning.
- A universal screener is administered throughout the school year.
- Additional assessments are administered to students who do not achieve the benchmark of the universal screener.
- At least three pieces of data/information are used to provide research-based interventions.
- Interventions are documented.
- Interventions, accommodations, and/or modifications are provided with the dignity of the human person in mind.
- Interventions, accommodations, and/or modifications are reviewed regularly to ensure their effectiveness and student progress.
- Data/information is transparent to students and families.
- Assessments are administered and interventions are reviewed and changed when they are not working, students are not making progress.
- The school has an operative teacher assistance team.

LEVEL 2
Partially Meets
Benchmark

To ensure the inclusion of and to meet the needs of diverse learners, classroom instruction utilizes **to some extent** current research in interventions, student accommodation, and curriculum modification.

Some examples include but are not limited to:
- Teachers report universal screening results to families but the data/information is not used to adjust or inform instruction.
- Teachers may provide re-teaching, interventions, and/or generalized differentiation such as small-group instruction or flexible seating at certain times, but they are not based on data/information and/or the interventions are not research-based.
- Teachers may report the student's challenges to the principal/administrative team but there is no functioning teacher assistance team.

LEVEL 1
Does Not Meet
Benchmark

There is **little or no evidence that classroom instruction utilizes current research** in interventions, student accommodation, and curriculum modification.

Some examples include but are not limited to:
- No universal screener or assessments are used.
- Little or no differentiation is provided.
- Interventions, reteaching, or accommodations are not provided or the teacher provides modifications but does not monitor progress and/or does not document them.

Possible Sources
of Evidence

- Lesson plans
- Course syllabi, curriculum maps
- Teacher units and lessons
- Evidence of use of a framework like Universal Design for Learning (UDL)
- Classroom configuration that allows for small-group instruction and/or flexible seating
- Universal screener
- Classroom assessments
- Intervention plan
- Use of Wilson, Orton Gillingham or systematic phonics for interventions
- Teacher assistance team agendas or minutes

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STANDARD

7

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

Benchmark 7.8: Faculty collaborate in professional learning communities to develop, implement, and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement, engagement, and well-being.

LEVEL 4
Exceeds
Benchmark

By design throughout the school, faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of curriculum and instruction to result in high levels of student achievement, student engagement, and well-being.

- Members of the professional learning communities (PLCs) use current best practices to analyze data including but not be limited to standardized achievement tests, individualized skill tests, classroom teacher-made assessments, and behavior assessments/social-emotional assessments.
- Data teams and growth/value-added data are accessible to the
- PLCs.
- In addition to core subjects, PLCs are used by specials or elective courses such as but not limited to art, music, physical education, technology, and/or foreign language teachers.
- PLCs may be within a school or among schools and may be face-to-face gatherings or virtual opportunities.

LEVEL 3
Fully Meets
Benchmark

Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement, engagement, and well-being.

Consistently throughout the school:
- Members of the professional learning communities (PLCs) use current best practice to analyze data including but not be limited to standardized achievement tests, individualized skill tests, classroom teachermade assessments, and behavior assessments/social-emotional assessments.
- PLCs may be within a school or among schools and may be face-to-face gatherings or virtual opportunities.

LEVEL 2
Partially Meets
Benchmark

There is **some organized collaboration** among faculty members about curriculum and instruction or student well-being; **however,** the collaboration has not reached the status of a PLC because the purposes are unclear and/or there is little evidence of improvement in effectiveness of the curriculum/instruction and/or improvement in student achievement as a result of the collaboration.

LEVEL 1
Does Not Meet
Benchmark

Faculty members **collaborate little or not at all** in an organized way about curriculum and instruction or student well-being.

Possible sources
of evidence

- Agendas of PLC meetings
- Observation of functioning PLC meetings
- Master school schedule which includes planned time for PLC meetings
- Evidence of student growth related to implementation of PLCs, including scores on standardized tests and/or common assessments.

STANDARD

7

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

Benchmark 7.9: The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction for each student.

LEVEL 4
Exceeds
Benchmark

All faculty and professional support staff meet or exceed (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction for each student.

Compliance with these requirements is factored into all employment decisions.
All faculty and professional support staff are provided professional development opportunities and complete an individualized professional development plan to support continuous improvement.

Some faculty members are recognized for outstanding service to the profession for participation in professional organizations, presenters at professional conferences, facilitators for professional workshops, or are authors of scholarly publications.

LEVEL 3
Fully Meets
Benchmark

The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction for each student.

Compliance with these requirements is factored into all employment decisions.

Professional development is provided to support continuous improvement.

LEVEL 2
Partially Meets
Benchmark

For the most part, faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

Those not in compliance are aware of necessary steps to ensure academic preparation and licensing and are expected to complete those on a designated timeline.

LEVEL 1
Does Not Meet
Benchmark

Many of the faculty and professional support staff do not meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction for each student.

Those not in compliance are **not aware** of necessary steps to ensure academic preparation and licensing and/or are not expected to complete them.

Possible Sources
of Evidence

- Certificates or licenses for faculty and staff
- Individualized professional development plans
- Verification of activities with professional organizations
- Evidence of professional publications online and in print
- Diocesan in-service records, tracking program for in-service
- Conference proceedings and programs
- Copies of presentations and/or shared works
- Published professional materials
- Job expectations
- Credential requirements for jobs

STANDARD

7

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

Benchmark 7.10: For effective instruction, faculty and professional support staff demonstrate and continuously improve knowledge of culturally responsive pedagogy that aligns to Catholic social teaching that supports the full dignity of each student.

LEVEL 4 Exceeds Benchmark	For effective instruction, faculty and professional support staff demonstrate and continuously improve knowledge of culturally responsive pedagogy that aligns to Catholic social teaching that supports the full dignity of each student. The **school establishes integrated goals for and can provide evidence** of effective, culturally responsive pedagogy aligned to Catholic social teaching that supports the full dignity of each student. Individual faculty members align professional goals with school goals and intentionally review their own progress and improvement for effective culturally responsive pedagogy aligned to Catholic social teaching that supports the full dignity of each student. Evidence of these goals is **visible in all aspects of school culture.**
LEVEL 3 Fully Meets Benchmark	For effective instruction, faculty and professional support staff demonstrate and continuously improve knowledge of culturally responsive pedagogy that aligns to Catholic social teaching that supports the full dignity of each student. Annual goal setting includes **plans for continuous improvement** in effective and culturally responsive pedagogy that supports the full dignity of each student.
LEVEL 2 Partially Meets Benchmark	**Some faculty and professional support staff** demonstrate and show **emerging** knowledge and skills needed for effective instruction that uses culturally responsive pedagogy that aligns to Catholic social teaching that supports the full dignity of each student. Some professional development in these areas is provided.

LEVEL 1
Does Not Meet
Benchmark

Faculty and professional support staff have minimum or basic knowledge and skill for effective instruction that uses culturally responsive pedagogy that aligns to Catholic social teaching that supports the full dignity of each student.

Observation in the school reveals instruction that is **inconsistent** with culturally responsive pedagogy and does not align to Catholic social teaching that supports the full dignity of each student.

Possible Sources
of Evidence

- Strategic plan
- Classroom observation records
- Faith formation opportunities
- Professional development
- Lesson plans
- Surveys of faculty, professional support staff, students, and parents
- Annual goal setting includes plans for improvement in these areas
- Annual accreditation compliance reports
- Curriculum maps
- Template for individual faculty goal setting
- Culturally responsive pedagogy or Universal Design for Learning professional learning

STANDARD

7

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

Benchmark 7.11: Faculty and staff engage in high-quality and research-based professional development, including religious formation, and are accountable for implementation that supports student learning and well-being.

LEVEL 4
Exceeds
Benchmark

Faculty and staff engage in high-quality and research-based professional development, including religious formation, and are accountable for implementation that supports student learning and well-being.

Review of faculty performance includes **monitoring of level and effectiveness** of implementation of professional development.

Professional development objectives are aligned with student learning and well-being including religious formation. Faculty create planning documents for the implementation of professional development.

The assessment of the effects of the implementation measured by student learning growth and well-being are ongoing and frequent.

LEVEL 3
Fully Meets
Benchmark

Faculty and staff engage in high-quality and research-based professional development, including religious formation, and are accountable for implementation that supports student learning and well-being.

Faculty set goals for improvement and select professional development for growth. The effectiveness of professional development is measured by student learning growth and well-being.

LEVEL 2
Partially Meets
Benchmark

Some or all faculty and staff engage in high-quality professional development in **some** subject areas and **perhaps** religious formation.

Implementation of professional development concepts and strategies is inconsistent and/or not tied to growth in student learning and well-being. There is inconsistent accountability for implementation.

LEVEL 1
Does Not Meet
Benchmark

Faculty and staff **do not engage or engage minimally** in professional development. When professional development occurs, there is little to no implementation tied to growth in student learning and/or well-being.

There is **little to no accountability for implementation.**

Evidence for the following for academic and student well-being includes evidence the faculty has implemented it and evidence that it has positively impacted the students:

- Student self-reporting on their well-being
- Individual professional development plans
- Lesson plans
- Surveys of faculty, staff, students, and parents
- Student achievement scores
- Record of workshops attended
- Pre and post-conference notes—records of change in practice as a result of professional development
- Faculty/staff retreats
- School professional development plans
- Catechetical coursework
- Participation in the Virtual Learning Community for Faith Formation or similar online or face-to-face catechetical formation courses or communities
- Catechetical certification levels
- Outcomes of growth in faith formation such as NCEA Rise ACRE, Arise, or similar tests
- Results of catechetical assessments such as NCEA Rise ACRE or Arise
- Curriculum maps
- Narrative comments on a report card or progress report